EYE PORTFOLIO

Why are we creating this rubric? (perhaps an "Innovation Configuration Map" is a more appropriate term/concept than "rubric" here)
- To evaluate different portfolio designs
- To provide evidence of teacher engagement in the program
- To assess the impact of EYE efforts on student achievement (qualitative approach)
- To provide a a framework for district implementation of the portfolio while allowing flexibility to meet their own goals
- guideline for EYE Brochure and EYE Program Standards
- Feedback for the State Office

The Big Idea/Enduring Understanding:
*"The purpose of my portfolio is
to help me and my mentor collaborate, reflect on, and formatively assess
my progress toward helping students learn and succeed."*

Goal 1: The working portfolio helps the new teacher establish and maintain a focus on student learning. It is effectively and efficiently designed to explore the question: "How can I best help my students learn and grow?"

Goal 2: The working portfolio helps the teacher reflect on their practice and practice reflectively. It is imbeds the exploration of best practices within the day-to-day cycle of planning, teaching, and assessing while encouraging the teacher to respond to the question: "How well do my teaching practices support student success?"

Goal 3: The working portfolio is consistently used as a vehicle and a forum for collaborating with the mentor and communicating with other partners in student learning. It regularly "How can we work and share together to improve our practice and increase student achievement?"

Goal 4: The working portfolio contains multiple sources of evidence and scaffolds frequent formative assessment of student learning and the strengths, needs, and next steps for the teacher and the mentor. It is used to frame repeated inquiry around the questions: "Am I reaching my goals?" and "What are my and my mentor's next steps?"

Goal 1: The working portfolio helps the new teacher establish and maintain a focus on student learning. It is effectively and efficiently designed to explore the question: "How can I best help my students learn and grow?"

	Basic	Emergent	Proficient	Master	Design Elements
Learning Goals	Portfolio artifacts and activities are not clearly linked to any explicit, personalized goals for student learning or professional growth.	The portfolio contains goals for teacher improvements or for student learning, but does not link the two areas. Portfolio activities and artifacts are partially tied to these goals.	Content and structure of the portfolio requires the teacher to set goals for student learning and professional growth. Some activities and artifacts are linked to these goals.	The portfolio helps the new teacher create an individual learning plan that makes meaningful connections between student learning outcomes and their own growth as a teacher. Periodic reviews of these goals are combined with case study, peer coaching, analysis of student work and other action research tools to maintain a focus on results.	**Essential Elements** Individual Learning Plan --Student centered goal (focusing on core content) --Teaching goals based on UPTS --Regular follow up and review
Core Curriculum (Standards-based)	The portfolio refers to the core curriculum but does not assist new teachers in interpreting, mapping, or communicating their curricular expectations.	Portfolio activities and artifacts encourage and support the teacher in accessing the state core standards and designing lessons/units based on the core	Portfolio activities and artifacts encourage and support the teacher in accessing, interpreting, and mapping the state core standards and designing lessons/units based on the core.	The portfolio activities and artifacts provide multiple opportunities for the teacher to interpret the core standards, map their curriculum, and communicate these expectation to students and parents (eg. Via a web page).	
Flexible Structure and Content	Content and structure of the portfolio are determined solely by compliance with state law	Content and structure of the portfolio are determined by the local (i.e. school and district) goals and state requirements.	Content and structure of the portfolio are determined by the teacher's own learning goals.	Content and organization of the portfolio are adaptive to help individual teachers assess and meet the specific needs of their students as learners.	**Optional elements:** --Case Studies --Peer Coaching --
Efficiency	The portfolio's presentational elements require the new teacher to devote undue time to proof-reading, polishing, and/or organizing. Activities and artifacts are rarely embedded in the regular work of teaching.	The portfolio's presentational elements require some additional time for proof-reading, polishing, and/or organizing. Activities and artifacts are sometimes embedded in the regular work of teaching.	The portfolio is as a natural by-product of effective student centered behaviors and professional practice. Most activities and artifacts are job-embedded.	The portfolio evolves gradually as a natural by-product of effective student centered behaviors and professional practice. Almost all activities and artifacts are job-embedded and provide a focus for those supporting the new teachers growth.	

Goal 2: The working portfolio helps the teacher reflect on their practice and practice reflectively. It is imbeds the exploration of best practices within the day-to-day cycle of planning, teaching, and assessing while encouraging the teacher to respond to the question: "How well do my teaching practices support student success?"

	Basic	Emergent	Proficient	Master	Design Elements
Standards-Based	Reflection is limited to the teacher's own experience and behaviors with little or no accountability to state core or professional teaching standards,	Reflection is limited to the teacher's own experience and behaviors with little or no accountability to state core or professional teaching standards,	Professional standards are often used to help the teacher reflect on their own teaching practices and identify strengths, weaknesses, and next steps.	Professional standards and state core standards are consistently used to help the teacher reflect on their own teaching practices and identify strengths, weaknesses, and next steps.	**Essential Elements** **Optional elements:**
Best Practices	The portfolio only requires the teacher to reflect on their own current practice, without referencing other research-based approaches.	Portfolio activities and artifacts encourage the new teacher to investigate and apply new practices.	Portfolio activities and artifacts encourage the new teacher to investigate and apply new practices based on outside research.	The portfolio includes action-research processes (such as a case study) that engage the teacher in learning, trying, and reflecting on the results of research-based best practices to meet the specific needs of students.	Self-Assessment with UPTS Individual Learning Plan Collaborative Assessment Log Interactive Journal Case Study Professional Teaching Standards Lesson plans Peer coaching notes Analysis of student work
Impact on Students	Portfolio reflections do not require examination of the impact of teaching behaviors on student learning.	Portfolio reflections sometimes encourage examination of the teacher's impact on student learning.	Portfolio reflections are usually designed to build awareness of the causal relationship between teaching behaviors and overall student results.	Portfolio reflections are consistently structured to highlight and reinforce awareness of the causal relationship between teaching behaviors and student results, including overall scores as well as populations with special needs.	
Future Application	Reflective entries do not include notes for future applications and next steps.	Reflective entries sometimes include notes for future applications and next steps, but the physical or organizational structure of the portfolio makes it impractical for future reference and use.	Reflective entries for artifacts usually include notes for future applications and next steps. The structure and content of the portfolio lends itself well as practical, personalized tool for compiling, implementing and reflecting on a collection of research-based, best practices.	Reflective entries consistently include notes for future applications and next steps. The structure and content of the portfolio lends itself well as practical, personalized tool for compiling, implementing and reflecting on a collection of research-based, best practices. The portfolio process includes a plan for on-going use once the induction period is completed, and is clearly connected to the district's professional development model for veteran teachers.	

Goal 3: The working portfolio is consistently used as a vehicle and a forum for collaborating with the mentor and communicating with other partners in student learning. It regularly "How can we work and share together to improve our practice and increase student achievement?"

	Basic	Emergent	Proficient	Master	Design Elements
Mentor Support	The burden of creating the portfolio falls exclusively on the new teacher's shoulders. The portfolio is created primarily in isolation.	The mentor provides feedback and suggestions to the new teacher as the new teachers develops the portfolio.	The mentor meets regularly with the new teacher to	The portfolio evolves as a natural byproduct of frequent mentoring interactions, with the mentor and new teacher collaboratively selecting artifacts for analysis, reflecting together, planning instruction, and capturing that process as a team.	**Essential Elements** -Peer Coaching
Coaching Cycle	The portfolio documents collaboration between the mentor and the new teacher without enhancing the quality of that interaction.	Portfolio activities and artifacts sometimes enhance collaboration between the mentor and new teacher as they plan lessons and/or observe teaching behaviors.	Portfolio activities and artifacts usually enhance collaboration between the mentor and new teacher as they plan lessons, observe teaching, and/or assess the results.	Portfolio activities and artifacts consistently help to focus collaboration and coaching between the mentor and new teacher as they plan lessons, observe teaching, and/or assess the results. The portfolio repeatedly uses the coaching cycle to improve student learning, enhance instruction, and increase the new teacher's autonomy.	**Optional elements:** Collaborative Assessment Logs Peer coaching notes
Professional Learning Community	Portfolio activities and artifacts contains no evidence of collaboration between the new teacher and their grade-level or department team. None of the portfolio elements encourage or support the new teacher in examining the school resources, culture, and/or goals where the new teacher is located.	The portfolio documents collaboration between the new teacher and their grade-level or department team, but does not contain activities or artifacts that seek to enhance that collaboration. Little attention is given to examining the resources, culture, and/or goals where the new teacher is located.	Portfolio activities and artifacts encourage collaboration between the new teacher and their grade-level or department team. Regular attention is given to examining the resources, culture, and/or goals where the new teacher is located.	The portfolio contains authentic working drafts of artifacts that will support collaboration within a grade or department team (eg. curriculum maps, common assessments, targeted interventions). The structure of the portfolio facilitates access and use of these tools by teammates as they work toward shared goals. Consistent attention is given to examining the school resources, culture, and goals where the new teacher is located and personalizing that information to meet his/her goals.	Lesson plans Peer coaching notes Analysis of student work Opportunities for sharing (electronic or otherwise) Webpage Curriculum maps
Students and Parents	None of the portfolio activities require meaningful interaction with parents and students	The portfolio documents interaction with parents, but does little to enhance or encourage partnerships.	The portfolio encourages and enhances the new teacher's communication with students and their parents within the traditional school-based framework.	The portfolio contains activities and tools for gathering and sharing information with students and their parents (eg surveys, rubrics, disclosure statements, etc) that build educational partnerships with parents. The portfolio is stored and presented in such a way (e.g. on a webpage) that appropriate artifacts and content (curriculum maps, rubrics, extension	Disclosure statement Rubrics Student surveys

				activities, etc) can be readily accessed and used by parents to support their child's learning at home.	

Goal 4: The working portfolio contains multiple sources of evidence and scaffolds frequent formative assessment of student learning and the strengths, needs, and next steps for the teacher and the mentor. It is used to frame repeated inquiry around the questions: "How do I know if I am reaching my goals?" and "What are my next steps?"

	Basic	Emergent	Proficient	Master	Design Elements
Assessing Student Learning	The portfolio focuses almost exclusively on the teacher. Student learning is rarely discussed, and then only informally, without a particular focus or guiding structure. No goal setting is required. Gathering assessing, analyzing, and reflecting on student learning is not explicitly encouraged or required. Student learning results are used in ways that may imply evaluative purposes.	The portfolio focuses on the teaching more than on learning. Student learning is sometimes discussed but with little or guiding structure. No goal setting is required. Gathering assessing, analyzing, and reflecting on student learning is encouraged with no guiding structure.	The portfolio focuses equally on teaching and learning. Student learning is discussed often in a focused way, but without identifying the needs of individuals or subgroups. No goal setting is required. Gathering assessing, analyzing, and reflecting on student learning is explicitly encouraged. .	The portfolio is primarily student centered with a balanced focus on the progress of individual students, special sub groups, and the whole class. Connections are consistently made between student learning and teaching practice. Portfolio activities encourage the teacher and mentor to pre-assess students, analyze data, and profile their learners prior to setting a strategic, achievable, measurable goal for student learning. Goals are reviewed and revised with a mentor at mid-year and end-of-year. The portfolio encourages new teachers and their mentors to regularly gather and analyze student work to assess student learning and progress toward goals, then use this evidence to inform next steps. Evidence of student learning is used only for formative, not summative, assessment.	**Essential Elements** Self-assess with Professional Teaching Standards Individual Learning Plan Mid-year Review End of Year Summary Interactive/ Reflective Log **Optional elements:** Case study, Analysis of Student Work Sample Lesson Plans Sample Assessments Coaching notes Collaborative Assessment Logs
Assessing Professional Growth	The portfolio is organized using professional teaching standards (UPTS) but does not require the teacher, mentor, or administrator to use these standards for professional goal-setting or assessment. The portfolio is used			The portfolio incorporates the use of the UPTS as a continuum for assessing professional growth, setting goals, and reaching desired student learning outcomes. The portfolio emphasizes formative over summative assessment and provides the teacher and mentor ample privacy to explore weaknesses or concerns free of the threat of summative or evaluative pressure,	

	primarily for summative evaluation of teacher proficiency and provides little formative support for day to day growth. The portfolio is reviewed by the district for compliance with licensure requirements, but there is no alignment with local standards or use of portfolio evidence with the evaluation process. The porfolio is seen as a "showcase portfolio," and requires additional time for polishing and production.			The portfolio is aligned with state and local evaluation processes and allows the administrator to easily access evidence to compliment observational data. Teachers are allowed to select and discuss the artifacts and reflections they feel best represent their work in each of the targeted standards. The portfolio provides authentic evidence from a variety of sources (self-assessment, collaborative assessment with their mentor, student feedback, etc.), and actively discourages excessive proof-reading, touching-up, or "scrap-booking" by the beginning teacher or their mentor.	

Glossary

SMART goals: A student-centered goal for improvement that is…

- **S**pecific and strategically designed to maximize student learning
- **M**easurable (qualitatively or quantitatively)
- **A**ttainable yet challenging
- **R**elevant to real life teaching situations, authentic and motivating to the new teacher, and linked to the Utah State Core/Life Skills
- **T**imely and time-bound, with set dates for review and completion,